

Thursday, May 23, 1985

Joanne Schmirler

## FOSSILS

The source of the creek is gone  
diverted past Municipal coffers  
Now it is called an 'increased tax base'  
tiled, rerouted to where  
the developer wanted it to go

not a trace can be found

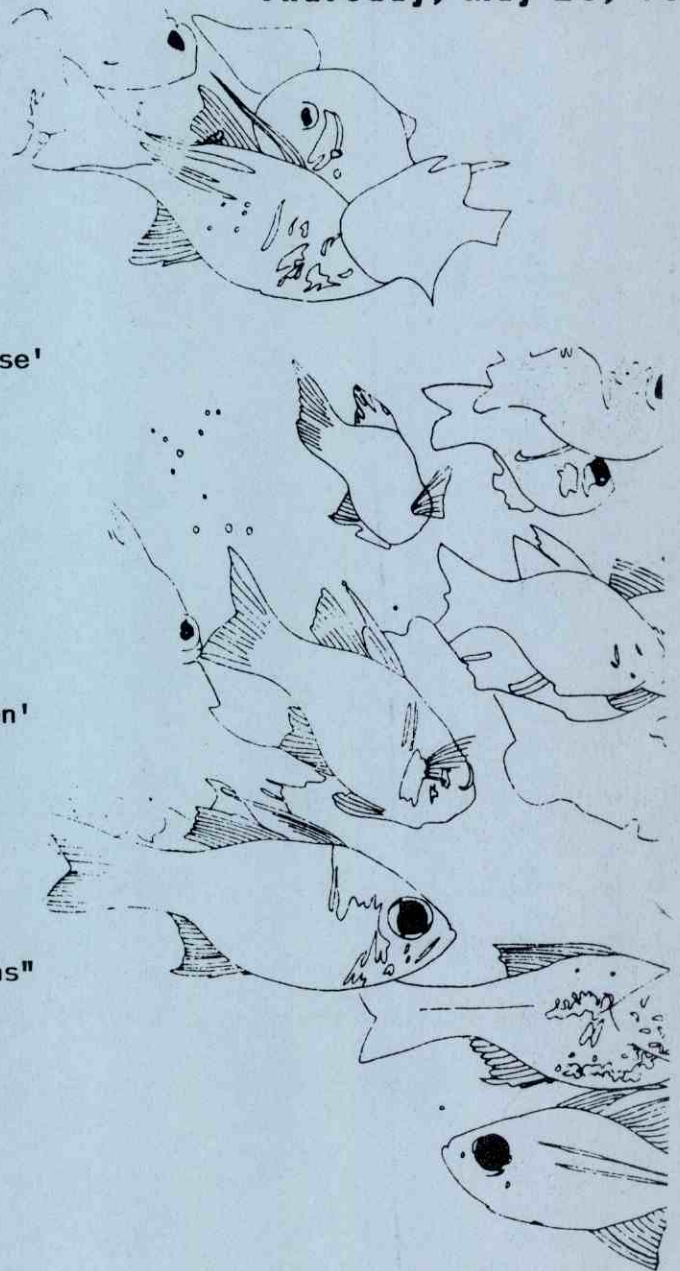
But the pioneers  
remember the fish, the tadpoles,  
the crystal clear water  
racing its way to the river  
Those who ran to vote  
confused the choices of 'if' and 'when'

Now fishermen wait in the river  
for salmon runs that never come;  
talk of Indian nets set,  
sport fishermen  
...depleted fish stocks

As slogans of "Canadian Fish For Canadians"  
echo in the valley  
the rains pound down  
in search of the headwaters  
that ran to the creek

where cement fossils of  
the salmon fry  
bludgeon their bones  
under blacktop

undiscovered



Karen Booth

An excerpt from "Pearls - an anthology of creative writing", Volume 6, Summer '85.  
Any individuals interested in receiving a copy of Pearls should contact Maurice  
Hodgson, local 3320.



## Pearls

This pearl is a gem.

Pearls, a vivid collection of prose, poetry and short stories, is written and produced by students from Douglas College's Creative Writing program.

Editors Janice Booth and Karen Souster have presented Pearls as an "adventure" that promises to "take you down the many roads the writers have explored".

Pearls begins with a contemplation on the self-doubts and frustrations of the artistic experience in a forward by one of Canada's leading poets, Dr. Rona Murray, and then goes through a series of leaps in genre and style and a range of emotions.

There is the bitterness of Joanne Schmirler's poem "Fossils", a blunt comment on the desecration of our rivers, as well as the sarcastic "Sandwiches", tongue-in-cheek prose by Eric Howker, directed at the upper crust.

### Wide Variety of Poems Offered to Readers

Children's literature makes up a good part of Pearls. There is the delightful silliness of "Would you believe me if I told you...", a short story by Marie Kadatz about a witch in Stanley Park, and the youthful tension of "Spider, spider on the wall", a tale of an adventurous spider named Maude.

And the sombre side of life is also present

in the grim reality of Trish Matson's "Pitt Lachere", a short story concerning an old forgotten war veteran and the inevitable passing of time.

Although some of the pieces in Pearls lean toward the abstract, they all have the freshness of artists as yet unconcerned with the commercial aspects of their art.

Co-editor Janice Booth, a contributor to last year's Pearls, considers the publication to be invaluable in bringing the Creative Writing program to public attention. "A lot of people don't even know it's here," said Booth.

Maurice Hodgson, head of the Creative Writing program, is the original founder of Pearls. Hodgson began Pearls six years ago at the old Richmond campus of Douglas College and he believes it is important for beginning writers to see their work in print. "Pearls is often their first chance," said Hodgson.

Copies of Pearls can be obtained in the Douglas College Bookstore or by contacting Maurice Hodgson at 520-5400, Local 3320.

DOUGLAS COLLEGE NEWS SERVICES

- John McDonald



### **New Collective Agreement**

The new collective agreement is now available for distribution.

Would each staff member please come to the Personnel Department to pick up a copy.

Thank you for your co-operation.

Personnel Department

### **Please Note**

I will be attending the ACCC Conference and taking a few days vacation during the period of May 21st to June 7th inclusive. During this time, Peter Greenwood will be Acting Bursar.

M.H. Morfey

### **Burnaby Arts Centre Workshops**

The Burnaby Arts Centre in Century Park is offering a number of pottery workshops in high-tech kiln construction; a different kind of kiln-illustrated lecture; a raku workshop; glaze decoration techniques and glaze technology.

The Centre is also offering a number of dance programs during the summer of '85. Classes will include: Beginner II - Intermediate Dance with Lee Eisler & Jumpstart; Modern Dance with Paul Corea; Jazz I; Jazz II; Ballet; Awareness Through Movement - The Felden Kraus Method and an African Movement Workshop.

For more information on these dance classes please call 291-6864.

### **Single Parent Conference**

How about a day for Mom or Dad??

The 4th annual SINGLE PARENT CONFERENCE is being held from 0900 - 1600 hours on June 8th at the New Westminster "Y", 180 - 6th St. The charge of \$5 includes childcare and workshops. Please register in advance for both. Phone 526-2485, local 34 or 72 and they will mail you a brochure - HURRY, there is free space for only 70 children and filling up fast.

### **For Sale**

'82 Honda 750 Nighthawk

\$2100 or Best Offer

Local 4705 or 931-2575

### **Notice to all Faculty, Staff, Administration & Students**

A set of J series keys has been stolen from the College, leaving a majority of rooms vulnerable to theft. Please be advised that it is safest to take all valuables home on evenings and weekends. A solution to the above problem is presently being worked on.

Terry Leonard,  
Director, Facilities and Services

Date: May 17, 1985.

To: MAD HATTER  
From: W. L. DAY  
Re: BOARD COMMITTEES

At the Regular Meeting of the College Board held May 16, 1985, Mr. Trerise announced the following Committee structure for the College Board:

**Education & Services Committee**

Dr. A.P. (Pauline) Hughes (Chairman)	Mr. G.T. Trerise (Ex-officio)
Mr. S.E. (Sandy) Tompson	
Mr. W.R. (Bill) Emerton	
Mr. C.J. (Cliff) Murnane	

**Finance, Facilities & Personnel Committee**

Mr. E.W. (Eric) Hedlund (Chairman)	Mr. G.T. Trerise (Ex-officio)
Dr. D.J. (John) Hopkins	Mr. C.J. Murnane (Ex-officio)
Mrs. P.H. (Pat) Cook	

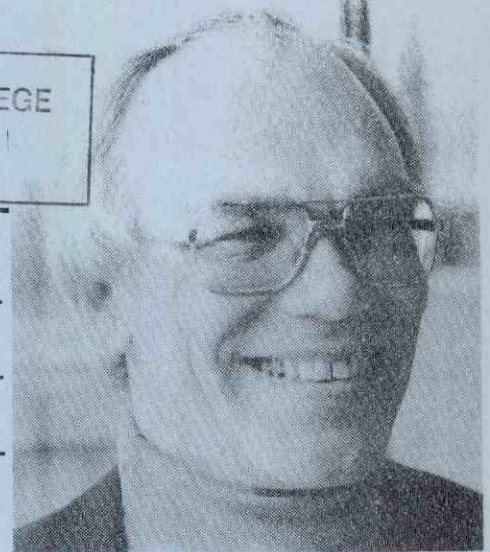
**Community Relations Development Committee**

Mr. W.R. (Bill) Emerton (Chairman)	Mr. G.T. Trerise (Ex-officio)
Dr. A.P. (Pauline) Hughes	Mr. C.J. Murnane (Ex-officio)
Mr. S.E. (Sandy) Tompson	

WLD/gb

*W. L. Day*





To: DOUGLAS COLLEGE BOARD

From: W.L. DAY

Re: PRESIDENT'S REPORT

**A. External Matters - Municipal**

On April 19, The Honourable Don Phillips made a presentation in Burnaby regarding provincial initiatives in the area of trade development. Ms. Pat Cook invited Jim Doerr, Dean of Community Programs and Services, and I to attend, representing Douglas College. The presentation was most informative. It is clear that the government recognizes tourism-related, and educationally-related sales activities as hidden exports, which will be encouraged.

Work is developing well on the evolution of a community economic strategy for New Westminster. The College is continuing to play a major role both in this effort, and in assisting the community Chambers of Commerce in Coquitlam with the same objectives in mind. In this regard, we have had a request for an interview of myself and Alan Riches regarding the work of the Royal City Community Development Association, as part of a feature report in the Vancouver Sun.

By now, the Board has received draft copies of an agreement between the First Capital City Development Company, New Westminster City, and the College, which, together with a separate agreement between the College and the New Westminster School District, will provide for physical education and recreation training space for the next 25 to 30 years. I will be asking the Board to consider this draft agreement for possible endorsement at the regular June meeting.

**B. External Matters - Education**

For the past month, a number of meetings have occurred, involving the Council of Principals and the BCAC. Meetings have occurred with the Deputy Minister, with the full BCAC Board of Directors, and with senior Ministry staff - all relating to general long range planning and issues.

On May 6th, I met with Joy Leach, Development Officer of Simon Fraser University, in order to discuss Simon Fraser University's initiatives in the area of business development.

On April 25th, I was part of a Management Development meeting of Malaspina College personnel, which was a precursor of a joint meeting to be held in June at Douglas College, involving those planning enterprise development centres in both institutions.



May 16, 1985.

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From April 29 to May 1, I was the guest of the Saskatchewan Association for Lifelong Learning, with reference to community development programs.

On May 9th, the Adult Basic Education and Adult Special Education Coordinators of the Province met at Douglas College, to discuss the use of volunteer tutors. The Conference was organized by a provincial committee, chaired by Eileen Bowcott of the College I CARE Program. Joyce Cameron, of our Adult Basic Education program, gave one of the major presentations.

On May 13 and 14, the Council of Principals had its regular meeting. It was agreed that the joint meeting with the BCAC Board had been valuable from the point of view of the Principals, and that planning should start soon for a similar meeting next year. The Council of Principals is intending to review the existing Ministry statement of Goals and Objectives for the colleges and institutes at a Retreat in June. Depending on the outcome of that discussion, it is possible that the BCAC and individual Boards will be provided with information on the views of the Council of Principals in this regard.

**C. Internal Matters - Education**

Work is continuing regarding the College submission to the Ministry regarding the 5.8 million dollar "challenge" fund. The College submission will be made in a timely fashion, with submissions considered from all divisions. Once our formal submission is prepared, we will be asking for a special meeting of the Education and Services Committee of the Board, in order that they be well informed, and in a position to comment on our proposals.

Professional Development activities are ongoing at this time within the College. A very active program has been developed and implemented by committees of staff and faculty.

**D. Internal Matters - Personnel**

I am pleased to announce the return of Mr. Don McEachern, Director of the Social Services and Allied Health Department. Don's health is improved to the degree that he is able to assume full responsibility for his duties once again.

Mary Fewster, Director of the Nursing Department, is not well, and is likely to be away for some time on Long Term Disability. Ms. Joy Holmwood has consented to act as Director during this period of time. We are grateful to Joy for consenting to take on this task, and for the other Nursing faculty and staff who have so willingly undertaken different duties, in order to maintain smooth operations.

On May 15th, the College hosted the second annual retirement luncheon and Wine & Cheese party for the present and past faculty, staff and administrative retirees. The day was a complete success. We thank Dr. John Hopkins, Dr. Pauline Hughes, and Ms. Pat Cook for their presence during the afternoon. It was much appreciated.

TO: DOUGLAS COLLEGE BOARD

May 16, 1985.

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E. Internal Matters - General

The Casino Night of April 19th was held as scheduled. Turnout was somewhat disappointing, but the event was a social and financial success.

Mr. Morfey and I had lunch with Mr. Stewart Graham, regarding arrangements for work to be carried out on an informal history of Douglas College. We have been successful in having a grant approved for student assistance to Mr. Graham over the next four months on this project.

WLD/gb



# JAZZ FESTIVAL! & BRUNCH

DIXIELAND, TRADITIONAL JAZZ, SWING AND SOME BLUES.



Presented by

**THE HOT JAZZ SOCIETY  
& THE SPECIAL EDUCATION  
ENDOWMENT FUND**

**SUNDAY, JUNE 2 10:30 am - 11:00 pm**  
**at The Westin Bayshore**

All proceeds to fund  
a chair in Special  
Education at UBC  
for research and  
training—to benefit  
Special-Needs kids.



**SPECIAL EDUCATION  
ENDOWMENT FUND**

## The Cast of **AIN'T MISBEHAVIN'** and 10 great jazz bands!

- 10:30 Sunday Services with Lloyd Arntzen's Classic Jazz Band.
- Phoenix Jazzers.
- Lance Harrison's Dixieland Jazz Band.
- Roy Reynolds Quartet (featuring Denny Clark).
- Fraser McPherson.
- Rainbow Jazz Band.

- Ernie King and Five Guys Named Moe.
- Lamplighter Swing and Jive Band.
- Tailgate Jazz Band (featuring Carse Sneddon).
- Martin Franklin Quartet.
- The Cast of AIN'T MISBEHAVIN'.
- 10 celebrity MCs.

**TICKETS \$8.00 FULL FESTIVAL (BRUNCH EXTRA)**

Tickets at all Vancouver Ticket Centre Outlets; Eaton's and Woodward's; The Hot Jazz Society, 2120 Main Street; The Fitness Group, 3507 West Fourth Avenue and 1731 Marine Drive, West Vancouver; Black Swan Records, 2936 West Fourth Avenue.

**FOR FURTHER INFORMATION: 224-0648  
228-9491  
873-4131**





## TEACHING HISTORY IN THE TWO-YEAR COLLEGE: SOME CURRENT CHALLENGES

I teach at a large urban community college of some 5200 students. We have the rather typical student body for colleges of our type: the majority of our students hold full- or part-time jobs; many are married with families; all are commuter students; about half attend at night; many are the first generation in their families to attend college. For many, college is only one of several competing demands on their time. Their average age is 26. About 20% are Black and 7% Hispanic.

Like most history teachers, I was raised on the traditional lecture-discussion method and gave no thought to changing when I began teaching in the late 60s. However, my school, like many, went through the self-pacing phase several years ago. It was mandated that self-paced sections of certain courses would be offered, and I found myself developing and teaching such sections of our Colonial through Reconstruction U.S. History survey.

My course involved 12 unit exams plus a final, three mandatory class meetings early in the semester, and periodic individual conferences with students thereafter. I concluded that only a certain breed of student can succeed in such a course: those who are highly motivated to learn, those who can work well on their own with little guidance, and those who have a considerable amount of self-discipline. For these students, and I did have some, the course was highly satisfying.

Unfortunately, though, most of our students do not fit this description. As I mentioned earlier, for many of them college is only a part-time commitment competing with other priorities in their lives. Many of them have weak study skills. Especially if they are recent high school graduates, their reading and writing skills tend to be dreadful, to put it charitably. Self-discipline is a concept unknown to many of them, at least as it pertains to college. The recent high school graduates have come from an environment where, most likely, they took five or six courses, were challenged little if at all, and were routinely passed on to the next grade. Now in college, they believe they can also take and pass four or five courses with as little effort as in high school—plus work 20-30 hours a week, of course. By the end of the first or second semester, the truth begins to sink in for some of them.

None of this is a surprise to those who have been in higher education for any length of time. None of us was shocked by the spate of recent national attention directed to the weaknesses of our public educational system. Our reaction was probably something like: "It's about time the rest of the citizenry learned what we've known for years."

### **Where do we go from here?**

At my college the emphasis is no longer on self-pacing, although we have not entirely abandoned the concept. I submit that we who teach history (and the other social sciences, for that matter) have a different obligation and agenda before us.

(1) *We must work to develop in our students basic learning and study skills and self-discipline.* This means such mundane but essential things as adhering to deadlines in a course, maintaining grading standards, and seeing to it that our students take remedial courses as needed. I am pleased at the trend in my school and others to institute academic assessment of entering students and place them in appropriate English and math courses. We can also devote a little time in our own courses to teaching skills essential in studying history.

(2) *We must require meaningful amounts of reading and writing in our courses.* Teachers who demand no writing are looking out for their own comfort, not for the welfare of their students. Six years ago Dick Cavett told a university graduating class:

I can imagine your saying to yourself . . . I'm sorry the language is ailing but there's nothing I can do. It doesn't affect me anyway, since that's not my field. I can still get through the day. I can always get my meaning across . . . I am here this afternoon to say it *does* affect you, and there is something you can do. No matter what you majored in; you're still English majors. We're all English majors whether we like it or not.

To paraphrase Mr. Cavett: "We're all English *teachers* whether we like it or not."





In 1983 the Advisory Council for Technical-Vocational Education in Texas asked 1100 employers to rate the importance of education, training, attitudes, grooming, etc. to the acceptance or rejection of job applicants. The second and third most cited reasons for rejecting job applicants were "lack of job-related skills/education" and an "incomplete and/or poorly filled out job application form." Ask your students when it was that they last filled out a job application form that had multiple-choice questions. The employers surveyed also cited the "ability to write and speak effectively" as the *number one* area needing improvement among job applicants. This item was not even among the top five in a similar survey eight years before. Because many of our students are aiming for full-time employment as soon as they complete two or four years of college, we as their educators clearly have our work cut out for us.

History is particularly suited to developing the reading and writing skills our students will need. It is blessedly jargon-free, unlike some of the other social sciences. Writing essays and papers helps reinforce grammatical skills. While no history textbook will ever win a Pulitzer Prize, we can require our students to read some of the more felicitously written books and essays which have graced our profession. The reading of history for pleasure by the general public remains high, as Bruce Catton, Barbara Tuchman, and David McCullough, to name just three, have proven. Exposure to good writing can rub off on students. Indeed, I encourage them to read anything—magazines, newspapers, books of any kind—just to develop the reading habit. Unfortunately, many two-year college students come from homes where reading is the exception, not the rule.

(3) *We must offer students experiences in hopefulness.* My students too often display a resignation that the national and world situation is hopeless and there's nothing anyone can do about it. I am depressed at such passivity in young people. Some of them are from lower socio-economic rungs of the ladder and are struggling to get by economically. Such people sometimes feel that others higher up are "running things" and that there is little they can do to effect change. Most depressing, some students tell me they do not expect to live to the age of 50—they will die in a nuclear war first.

History is a study of how people bring about change and react to change. Change is inevitable in all of our lives—how well we cope with it determines how well we manage both individually and collectively as a society. History shows again and again that constructive change *is* possible. In the United States, progressive reformers of the early twentieth century showed that the working class could improve its condition. The massive shift in public opinion over the Vietnam war surely had something to do with getting us out of that unhappy conflict. The civil rights movement is eloquent testimony to those who sought change for the better. Of course, history has its grim side, too—and we must show this in our teaching. Basically, history shows the processes of societies coping and changing. It's the same for individuals. How well each of us handles the challenges and changes in our own lives—aging, divorces, family deaths, and the like—determines the state of our own mental health. History can provide some guidance in this regard.

I am upbeat and hopeful about my students, despite my negative comments about their skills. They are good people, well-meaning, and sincere—I haven't met one I didn't like personally. I'm sure at 18 I had some of the same weaknesses I now criticize in them. Some of them are incredibly hard-working and determined to make it. I think we can help them.

William F. Muggleston, Chairman  
Social Science & Technology Division

For further information, contact the author at Mountain View College, 4849 W. Illinois, Dallas, TX 75211.

DOUGLAS COLLEGE  
ARCHIVES

Suanne D. Roueche, Editor  
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